

### **Best Collaboration Practices Committee on Education**

Last Updated February 2013

The ASLA Committee on Education (COE): supports ASLA education programs; provides input on matters relating to education policy, growth and maintenance of landscape architecture programs, and education and employment trends; and promotes collaboration with landscape architecture programs and faculty in support of ASLA strategic objectives.

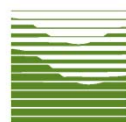
As one of its initiatives the committee sought to gather practices that engage both **academic professionals and professionals in private and public offices**. This effort was based on the premise that:

1. There was a perceived need to increase collaboration between academic practitioners and office (private and public) practitioners;
2. It would be useful and doable to collect these best practices; and
3. It would be useful and doable to disseminate these practices to those who might be interested.

Across the nation academic programs are engaged in a variety of exciting practices. We hope these examples are useful, particularly for the new programs that are growing the profession.

If you would like to contribute an example of a best collaboration practice to this living document, please use this online form, <http://www.asla.org/uploadedFiles/CMS/Education/Best%20Collaboration%20Practice%20Submission%20Form.pdf>.

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**University:**

School of Landscape Architecture and Planning, College of Architecture and Landscape Architecture (CALA), University of Arizona, Tucson, Arizona

**Collaboration Practice:**

Xtreme LA: Tucson's Gateway to Downtown

**Short Description:**

The project study area and goals were identified by the School of Landscape Architecture and Planning, and the Drachmann Institute of CALA, University of Arizona. Several local design professionals were involved in discussions related to identifying the goals and program for the design charrette. The event was designed to foster creative thinking, team building, and facility or expression. Two teams of design professionals from landscape architectural firms, and students from related studies worked together under the guidance of prominent nationally recognized landscape architects to create concepts. Each team's collective vision was presented to the public and various stakeholders as a springboard for ongoing discussion.

**Frequency:**

2011

**Perceived benefits for professionals in private or public offices:**

Provided benefits related to marketing for all participants, design ideation skill building, professional development, and experience in mentor/mentee relationships.

**Perceived benefits for academic professionals:**

Professionals were engaged in identifying complex issues that relate to multi-modal transportation, natural, social, and urban systems. Methods for fostering creative thinking, team building, and design expression were developed.

**Perceived benefits for students in academic program:**

Students were given an opportunity to work in interdisciplinary teams with fellow students and work in collaboration with young design professionals. In this charrette, the students were exposed to a real professional experience. They were forced to generate conceptual drawings quickly, make informed decisions, work collaboratively, and present their work to a large audience. The results were excellent and the students gained a level of confidence in their abilities.

**Budget:**

The School of Landscape Architecture and Planning provided one Graduated Research Assistantship (GRA) position. Professional and community volunteers were also utilized. All other funding was provided by Landscape Forms and the Landscape Architecture Foundation.

**Other Comments:**

This was a highly effective educational experience centered on integrated practice, place-based learning, sustainable cities, and design and planning skill building. Professional firms involved in the event were: West 8, Mayer/Reed, Perkins and Will, Phillips Farevaag Smallerberg, HOK Planning Group, SEPTA Office of James Burnett, LaQuantra Bonci, Wolff Landscape Architecture, Hitchcock Design Group, Newman Jackson Bieberstein, Context, Howard-Fairbairn Site Design, Sasaki, HGA Architects, Joni Janecki & Associates, Peter Walker, Perkins and Will Partner, TenEyck Landscape Architects



**University:**

Department of Environmental Design, Landscape Architecture Program, University of California, Davis

**Collaboration Practice:**

Advisory Board

**Short Description:**

The department has an advisory board consisting of practitioners, government officials, policy and planning leaders, and alumni.

**Frequency:**

The advisory board meets 3-4 times a year

**Perceived benefits for professionals in private or public offices:**

Office participants gain direct input to departmental matters, offering suggestions as to trends in the marketplace and how they might inform curricular decisions. Other private or public offices benefit because of the students' prior experience with board members in classroom settings.

**Perceived benefits for academic professionals:**

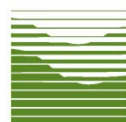
The board informs departmental discussions and decisions; engages in departmental activities; advocates for department to university officials, professional association, non-profit organizations, etc.

**Perceived benefits for students in academic program:**

The close connections of the board to other institutions and organizations in the area open up the possibilities of internships, visiting lecturers, guest critics, etc. in the program.

**Budget:**

Volunteer basis, the department hosts meetings



**University:**

Department of Landscape Architecture, and Department of Natural Resources and Environmental Science, University of Illinois, Urbana-Champaign

**Collaboration Practice:**

John Street Watershed Collaboration: Sustainability in Social-Ecological Systems

**Short Description:**

Faculty and students from two academic Departments (Landscape Architecture and Natural Resources, at University of Illinois, Urbana-Champaign) worked together with local municipal officials and civil engineering professionals, to study ways to mitigate recent flooding problems in a developed area of the city at a site level of treatment. Project was initiated in shared interests between faculty and officials; led to outreach weekends where small prototype rain gardens were constructed by student and community volunteers. Project then expanded with a grant for Public Engagement office to organize an interdisciplinary seminar involving community stakeholders and charrette events and public presentations. This work has become the basis for subsequent seminars, publications, and studio projects.

**Frequency:**

Multi-year project

**Perceived benefits for professionals in private or public offices:**

High visibility for the municipality and for value added proposition of landscape architecture and landscape services. Potential exists for additional monitoring and metrics to record stormwater retention services provided by site- and street-scale landscapes. Public officials refresh experiences with students/education.

**Perceived benefits for academic professionals:**

Projects serve as basis for continuing studio efforts and research publications. Fresh project ideas/design methodologies are contributed to the local Public Works Department as well as public officials from surrounding counties.

**Perceived benefits for students in academic program:**

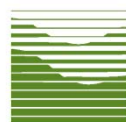
Exposure to planning, design and infrastructure projects in the public realm, as well as the complex negotiations required with stakeholders and multiple value sets in public work.

**Budget:**

Shared funding and commitment of time between University professionals, consultants, and public officials. Continuing grants are to be sought by Department to continue to expand program.

**Other Comments:**

This is a developmental model of collaboration that results in long-term town-gown relationships, especially engaged-student service learning, and continued community and scholarly benefits.



# INDIANA: Ball State University, Purdue University

## Best Collaboration Practice

### **University:**

Department of Landscape Architecture College of Architecture and Planning, Ball State University and Landscape Architecture Program, Department of Horticulture and Landscape Architecture, Purdue University

### **Collaboration Practice:**

Joint Organized Multiple Office Visits

### **Short Description:**

The Indiana Chapter of ASLA annually organizes (during Landscape Architecture Month) an 'office hop'. Both schools (Purdue and Ball State) bring as many students as is practical to Indianapolis (the center for LA in Indiana) to visit professional offices. The students are mixed and then divided into teams of six to ten, depending on the number of students and participating offices. The student groups are taken on walking tours of four or five non-intersecting offices.

At the end of the day all participants converge on one office for a meal (usually pizza) and a discussion about a predetermined topic or a round of questions and answers.

The universities provide the transportation and tour guides. The offices provide the tour hosts and the Chapter provides the refreshments at the end of the day.

### **Frequency:**

Annually

### **Perceived benefits for professionals in private or public offices:**

Service to both state academic program and exposure to students

### **Perceived benefits for academic professionals:**

Connections to offices in Indianapolis

### **Perceived benefits for students in academic program:**

Exposure to other students and professionals in private or public offices:

### **Budget:**

The universities provide the transportation and tour guides. The offices provide the tour hosts and the Chapter provides the refreshments at the end of the day.

### **Other Comments:**

This is a good example of collaboration with the state chapter in a state that has multiple university programs



**University:**

Department of Landscape Architecture/Regional and Community Planning College of Architecture, Planning and Design, Kansas State University

**Collaboration Practice:**

Semester-long Sponsored Studios

**Short Description:**

Professional offices provide financial sponsorship of topic specific studios to allow investigation of contemporary planning and design issues. When possible, the efforts are multi-disciplinary.

**Frequency:**

Once or twice a year

**Perceived benefits for professionals in private or public offices:**

Offices receive new information and perspectives that typical project contracts do not allow time or budget to pursue.

**Perceived benefits for academic professionals:**

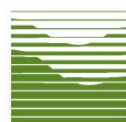
Studio findings contribute to faculty scholarship and publications. Faculty are kept in touch with current professional practice and are able to advance practice with their scholarship and research.

**Perceived benefits for students in academic program:**

Students are immersed in a semester-long dialogue with professionals and stakeholders. They are given an opportunity to focus their research and creative inquiry on issues of immediate interest to others, learning the value of applied research and the realities of practice.

**Budget:**

The typical sponsorship is \$10,000. The sponsorship is funded by professional offices or their clients.



**University:**

Department of Landscape Architecture, Louisiana State University

**Collaboration Practice:**

One-week long design charrette in the offices of EDSA, Fort Lauderdale, FL, fall 2011 by LSU Robert Reich School of Landscape Architecture students who were enrolled in a "Special Topics Studio," which was a mix of graduate and undergraduate students. Professor Bruce Sharky, FASLA, was the faculty sponsor.

**Short Description:**

Seventeen students (2, second-year graduates and fifteen fourth and fifth year undergrads) traveled to Fort Lauderdale. The field trip consisted of two days visiting various scales and types of project sites with local landscape architects then participated in a four-day long design charrette in the offices of EDSA, Fort Lauderdale, FL. The project was a proposed 350-acre residential and resort community located in Grenada with an ocean waterfront. The students worked in teams during the day with progress reviews at the end of each day by the office professional staff. A morning-long hand drawing demonstration was provided for the students by the office. Final critiques of students' master plans were reviewed by office staff. The staff gave valuable feedback in the form of detailed comments and suggestions.

**Frequency:**

This is the second year EDSA has hosted this design charrette in their office for the students.

**Perceived benefits for professionals in private or public offices:**

Seeing and having the chance to evaluate the work of students gave office staff and leadership to meet potential interns of entry-level employees. The staff enjoyed the interchange of ideas with the students gaining some new ideas and ways of looking at a project from the students.

**Perceived benefits for academic professionals:**

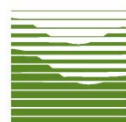
The design professionals and office leadership gained a first hand knowledge of student capabilities and graphic/verbal skills. The office staff also gained a new understanding of depth and range of academic preparations of students of today, a lens into an academic and curriculum.

**Perceived benefits for students in academic program:**

Students essentially were imbedded and work among landscape architects for a four-day period experiencing the life of a landscape architect in a professional environment.

**Budget:**

Students paid a field trip fee that served as the budget for the faculty in charge to book air flights, lodging, and van rental. EDSA provided workspace, all materials and access to computers, and daily lunch. Total cost to each student was approximately \$700 for this week-long office practice experience.



**University:**

Department of Landscape Architecture, Michigan State University

**Collaboration Practice:**

Juried Design Studio

**Short Description:**

The semester long capstone design studio of the five year BLA program that brings together practicing professionals, local officials, regulatory agencies, university research faculty, developers, the public and LA students to focus on a unique and demanding master planning and site design project.

**Frequency:**

Annually

**Perceived benefits for professionals in private or public offices:**

Giving back to the university and helping students to understand the relationships that occur within a project. Professionals also experience the educational objectives of the course which creates a deeper understanding of what a student learning process.

**Perceived benefits for academic professionals:**

Within the limitations of balancing the learning objectives of the design studio course and the reality of an actual project, the breadth and depth of input, critique and student learning opportunity has been greatly expanded, especially the research element.

**Perceived benefits for students in academic program:**

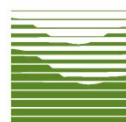
Reality within an academic setting/exercise provides the student with a very real experience that is an excellent transition to practice, while still maintaining a significant degree of freedom within their final design studio. Exposure to wide range of impacts on a project amplifies the experience.

**Budget:**

The course is a regular class and thus has no special funding. Professionals volunteer their time and travel costs.

**Other Comments:**

The practicing professional(s) is/are also involved with organizing and defining the project, problem statement, and flow of the course.





**University:**

Department of Landscape Architecture, College of Agriculture and Life Sciences, Mississippi State University

**Collaboration Practice:**

Collaboration through outreach and service learning

**Short Description:**

Firm, individual practitioners (that are often the alumni of the department) are invited to participate in selected outreach planning and design projects for public, quasi-public, and non-profit private organizations (community partners). These projects often begins with a two or three day on-site charrette that involves selected community partner followed by a week of in-studio refinements and concludes with a final presentation utilizing community partner and participating practitioner as jurors or design critics. Faculty has a major role in selection of the community partner and projects among received requests, and determines the minimum deliverables according to the course objectives. Practitioners and faculty run the design charrette together.

**Frequency:**

A minimum of one every academic year but usually once every semester

**Perceived benefits for professionals in private or public offices:**

High visibility for firm or individual; refresh experience with students/education; meet talented students to conduct informal recruiting for interns and/or future full-time employers

**Perceived benefits for academic professionals:**

Serving learning and projects serve as studio projects. Keep students interested and involved.

**Perceived benefits for students in academic program:**

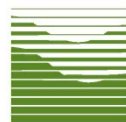
Working with real world projects and community partners which serve as clients; providing community service, exposure to the practitioners and potential to impress them, leading to summer internships and/or permanent employment.

**Budget:**

Highly variable. Sometimes community partners are able to provide money for on-site charrette. Sometimes firms and individual practitioners sponsor projects in their community. Sometimes local ASLA provide sponsorship and the department usually pays for the transportation costs.

**Other Comments:**

Utilizes service learning as a vehicle and promotion of the profession



**University:**

Department of Landscape Architecture, College of Agriculture and Life Sciences, Cornell University

**Collaboration Practice:**

Rochester High Falls: Bridging Urban Ecology and Revitalization

**Short Description:**

The Fall 2011 studio course site is located in the High Falls District of Rochester, New York. Here urban ecological and district renewal goals intersect along the gorge of the Genesee River, a regionally significant river corridor. The studio places ecological processes within the context of sustainable development, and links the natural history of the site to the cultural history of the district as it seeks to regrow. The studio has been in contact with municipal landscape architecture and planning staff for field trips, studio critique and other site-related consultation.

**Frequency:**

This has been a semester-long studio, meets 9 hours per week August- December 2011

**Perceived benefits for professionals in private or public offices:**

Public office professionals have an opportunity to evaluate student work to see how city initiatives promoting sustainable practice and community revitalization may influence future site planning and design efforts. Similarly, this is also an opportunity to explore and evaluate how city planning initiatives that seek to elevate urban river resources/waterfront character may impact future design projects.

**Perceived benefits for academic professionals:**

The academic professional studies new city planning and design efforts, develops a working relationship with Rochester as municipality, and networks with members of the regional sustainability community.

**Perceived benefits for students in academic program:**

The studio project is an opportunity for students to better understand city initiative and how city planning influences site development. Students also meet professionals in public practice and learn about the work they do in a municipal office environment.

**Budget:**

Since the work is associated with an actual studio design course, it is supported by the academic program within the departmental curriculum.



**University:**

Landscape Architecture Program, Department of Horticulture and Landscape Architecture, Oklahoma State University

**Collaboration Practice:**

Design Week

**Short Description:**

Individual practitioners are invited to run a charrette workshop for all studio class in the LA program. Annual visits for seniors to nationwide reputable firms with networking and professional experience. Local and regional practitioners are invited to design studio critics and annual portfolio assessment. Professionals are invited to join the professional advisory council to provide guidance to programs long term strategic development

**Frequency:**

Annually

**Perceived benefits for professionals in private or public offices:**

Public relations for the firm, able to meet the cream of the crops, and allow further contact with the academic arena

**Perceived benefits for academic professionals:**

Broaden the academic experience and project base

**Perceived benefits for students in academic program:**

Expose students to real practicing project, and develop their ability to work with other students in the program; and they are able to execute design processes within a short time frame

**Budget:**

Funded by a volunteer company or alumni



**University:**

Section of Landscape Architecture, Austin E. Knowlton School of Architecture, The Ohio State University

**Collaboration Practice:**

Sourcebooks in Landscape Architecture

**Short Description:**

The Sourcebooks in Landscape Architecture area by-product of the Glimcher Distinguished Visiting Professorship. Each year a noted professional is invited to [present an overview of his/her work, what motivates them in landscape architecture and one seminal project in detail. The students and faculty member then produce a monograph that chronicles the interaction. Books in the series include Michael Van Valkenburgh, Ken Smith, Peter Walker, Grant Jones, Paolo Burgi and Tom Leader.

**Frequency:**

Yearly

**Perceived benefits for professionals in private or public offices:**

Monograph documentation and distribution

**Perceived benefits for academic professionals:**

Exposure to contemporary discourse in landscape architecture.

**Perceived benefits for students in academic program:**

Exposure to contemporary discourse in landscape architecture.

**Budget:**

Funded

**Other Comments:**

This is a good example of a practice that has mutual benefits



**University:**

Department of Landscape Architecture, College of Arts and Architecture, Pennsylvania State University

**Collaboration Practice:**

Landscape Architecture Alumni Affiliate Program Group – LArch Alumni APG

**Short Description:**

All graduates of Penn State's Landscape Architecture Department are automatically members of the Landscape Architecture Alumni Affiliate Program Group – LArch Alumni APG. Our aim is to promote powerful, productive and lasting linkages between students, faculty, and alumni for their mutual benefit.

All alumni are eligible to run for a seat on the Board of Directors. Board members can serve up to three consecutive two-year terms. The Board usually meets three times a year. The affairs of the APG are conducted by the Board, which consists of 13 members, of which 10 are voting members:

**Frequency:**

Ongoing

**Perceived benefits for professionals in private or public offices:**

Alumni have involvement in the school program proving mutual benefit of students, practitioners, and faculty

**Perceived benefits for academic professionals:**

Exposure to practitioners in for lectures and end of semester crits.

**Perceived benefits for students in academic program:**

Exposure to practitioners in for lectures and end of semester crits.

**Budget:**

Through efforts of the past several years, they raised \$25,000

**Other Comments:**

Its not a simple answer, and many of these efforts are funded. BUT, there is always an ongoing, impromptu bringing of practitioners in for lectures and end of semester crits.



**University:**

Department of Landscape Architecture , College of the Environment and Life Sciences, University of Rhode Island

**Collaboration Practice:**

Service Learning Design Studios: working with professionals, municipalities, public agencies and non-profit organizations

**Short Description:**

Faculty and students worked together with local municipal officials and local clientele, to study ways to create a sustainable alternative to the university as a coastal campus on the Bay. The project was divided into three main parts comprising of a series of student-led workshops and analysis critique; led to the developed design proposals which addressed specific design briefs. The project then expanded to complete master plans which were critiqued by three Landscape Architecture professionals and later edited for final submission.

**Frequency:**

Each semester

**Perceived benefits for professionals in private or public offices:**

The professional provides feedback on designs, illustrations, presentation techniques, and more. The students commented on the importance of the professional comments

**Perceived benefits for academic professionals:**

Projects serve as basis for continuing studio efforts and research publications. Fresh project ideas/design methodologies are contributed to the local Public Works Department as well as public officials from surrounding counties.

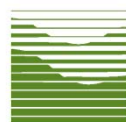
**Perceived benefits for students in academic program:** Exposure to planning, sustainable design concepts and experience with stakeholders as well as professionals active in the field.

**Budget:**

Volunteer

**Other Comments:**

Each semester we have service learning studios that involve our local practitioners and non profit organizations, public institutions or municipalities. While not all studios have the same level of involvement they typically involve all of the above with municipalities as stakeholders or clients, landscape architects as critics and mentors and non-profits as clients, partners or stakeholders.



**University:**

Landscape Architecture Program, School of Design and Construction, Washington State University

**Collaboration Practice:**

Washington ASLA Review

**Short Description:**

During the WASLA Review members of WASLA visit the Washington State University campus, examine, and discuss student work as it relates to design education and professional practice. During this time WASLA members may also award student projects.

**Frequency:**

1-3 years

**Perceived benefits for professionals in private or public offices:**

Practitioners seem to appreciate the opportunity to talk with students, offer their insights about the “reality” of practice, and in general “giver back.” They have periodically recruited students during the event.

**Perceived benefits for academic professionals:**

Faculty have the opportunity to interact with practitioners and receive feedback about the quality of student work especially as it pertains to practice. The WASLA Review can also benefit academics since LA practitioners often reiterate ad/or expand upon ideas students learn in their courses.

**Perceived benefits for students in academic program:**

Students have the opportunity to ask questions about the particulars and big picture of the practice. Students also receive direct and immediate feedback about their school projects.

**Budget:**

Funded by WASLA and the Department

**Other Comments:**

Next year, Landscape Architecture, Architecture, Interior Design, and Construction management students, professionals, and faculty, will participate in the annual Integrated Design Education Symposium. This is a three day event that includes lectures, workshops, and charrettes with practitioners from landscape architecture, architecture, interior design, and construction management. Coursework is integrated with the Symposium activities.

